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ABSTRACT

The manuals and other materials described in this document were created for an inservice training program to assist educators in one school district in Evanston, Illinois to develop some common understanding about crucial integration issues. The program and the manuals were the products of a broadly based community commitment to make desegregation work. Each manual contains sections on main ideas, subordinate ideas, behavioral objectives, content, activities, and a bibliography. The ten manuals address the following issues: (1) black power and its effect on racial interaction, (2) common prejudices of blacks and whites, (3) discipline standards in integrated schools, (4) family background and school achievement, (5) grouping children in integrated schools, (6) interpersonal relations among students, (7) race and intelligence, (8) sensitivity to interpersonal relationships, (9) the black self concept, and (10) blacks in American history. Other materials used in the program included film shorts and self instructional materials for students. (Author/AM)

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An Evaluation of An Inservice Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understanding About Crucial Integration Issues

COMMUNITY CONSOLIDATED SCHOOLS
District 65
EVANSTON, ILLINOIS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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An Inservice Training Program

The long title honestly describes the intent and purpose of this series of manuals and indicates clearly the intent of the program in which they were used. Indications are that both program and manuals are the products of a broadly based community consensus that desegregation was the official policy of District 65 and at all key levels people were determined to make it work for the good of the children involved.

The program was well processed with few details overlooked. Positive effects were inevitable. The greatest plus is that apparently the higher levels of educational administrators sanctioned and supported. Superintendents, principals, etc., not only endorsed the use of the materials but administrators at higher levels promoted the effort. Also, there are, built into the manuals, safety valves for extremely resistant teachers to work in a non-pressured atmosphere and adjust to what is presented as inevitable change at an individual pace. The children also fit into the program without necessarily undergoing extraordinary pressures directly.

The form and organization of the materials make them useful to a very general community. In fact, the effects of the materials on key adults helping children with their "homework" may have been an important factor in reducing conflict over the issue and pace of desegregation in the general area.

Assumptions at the program base

The program does seem based on "practical" assumptions broadly negotiated and agreed to. Such assumptions appear to include:

1. Practically all the teachers involved, both black and white, are probably somewhat underdeveloped, biased or naive to begin with
2. The children were likely to be already contaminated with racism
3. The parents of all the white children are probably latent or active racists.

Once these difficult premises are accepted as a working base, the entire effort looms as noteworthy and the general applicability of this material becomes evident.

The Program Materials

The program materials are selected and well done and there is an attempt to touch every base. If there is a basic wrong about them, it is probably due to the fact that there were basic compromises necessary. They had to be used by both black and white teachers, experienced and new teachers, and are in fact, the product of group writing and preparation. There were obviously many forces to mollify and satisfy. The general impression is that the Resource Manuals are the products of heterogenious groups of determined, inspired, somewhat desperate, and suddenly well-funded amateurs who seem often to casually underestimate the learning capacity and critical abilities of children handling social phenomena.

The materials used are the heart of the program and are characterized by exhaustive detail and advance planning.

Manuals

Manuals were developed as a resource for aiding teachers and other adults develop understandings about crucial issues.

The manuals are sectioned into Main Ideas, Sub-Ideas, Behavioral Objectives, Content, Activities, and Bibliography. Definitions for these terms are provided in each manual. The titles of the manuals are as follows:

#1 Black Power and Its Effect on Racial Interaction
#2 Common Prejudices of Negroes and Whites
#3 Discipline Standards in Integrated Schools
#4 Family Background and School Achievement (not available at this time)
#5 Grouping Children in Integrated Schools

#6 Interpersonal Relations Among Students
#7 Race and Intelligence (not available at this time)
#8 Sensitivity to Interpersonal Relationships
#9 The Black Self Concept
#10 The Negro in American History

Film Shorts

The film shorts were thirty-minute presentations about one of ten crucial integration issues. There is one film short for each teacher manual.

Student Manuals

Each student manual is similar in format to the teacher manuals. Even though entitled "student manual," it is to be used by the teacher and not the student. The contents of the teacher manual were reworded in student language for the student manual. In this way, the teacher is able to integrate the main ideas and sub-ideas into her classroom teaching without having to rethink the teacher concept into those appropriate for students.

UNIPACS

UNIPACS are self-instructional sets of materials for the student. The term literally means a one-idea package. The UNIPACS focus on furthering understandings about one of the sub-ideas included in the teacher and student manuals. The UNIPAC is similar in format to the manuals. In general the UNIPACS have taken the form of the model provided by the IDEA Materials Dissemination Center in South Laguna, California.

Resource Manual #1

Black Power and Its Effect on Racial Interaction

An attempt to define "Black Power" and help teachers explore its effect upon the racial interaction between blacks and other groups in a realistic manner. From there it proceeds to help teachers transfer this knowledge and attitudinal change to the classrooms. This is essentially an attempt to divest teachers of their misconceptions and fears of "Black Power" which would make it difficult to teach desegregated classes. It also tries to make more clear what "Black Power" means or may mean to blacks of all ages.

Readings, activities, and exercises are suggested which will develop knowledge and personal level familiarity. There is extensive focus on language, even a fairly long, but out-dated glossary of emotionally provocative words which tend to impede black-white communication and interaction. The bibliography is adequate for the naive or intellectually cloistered teacher teaching children unaware of their cultural roots.

This manual is well done and follows a simple but logical step-by-step concept and process. The teachers are all ignorant bastards in their concept of "Black Power"--knowledge will help them understand that Black Power manifestations are inevitable, healthy, and non-threatening. Once they reach this point, an attitudinal change will occur and the pupils will benefit because the teacher understands the black youngsters and has been brought to the edge of empathy.

It is difficult to picture a teacher as ignorant or removed from the facts of racial life as this section assumes. As a reminder, reinforcing of the positive, encouraging the self-examination process, this manual is good. The pat answers and statements are more provocative than smug.

Resource Manual #2

Common Prejudices of Negroes and Whites

This manual examines the need of self-awareness among blacks and whites as a necessary step in attacking racism generally, and reducing its negative effects in the classroom specifically. The thesis is what an integrated classroom can sensitize both teacher and class to racial problems and provide an opportunity for both teacher and pupil to deal with problems of race in a relatively free and non-threatening setting.

There is extensive use of readings, films and sensitizing exercises. Notable features are a restatement of "Decalogue of Race" from Ethel J. Alpenfels, and redundant listing of standard "myths" and 'Generalities or Fallacies."

Overall, the manual is excellent in both its description and analysis of racism and is helpful guide to the classroom teacher, primarily because it attempts to deal with the less obvious and dramatic effects and affects of racist attitudes in a positive manner. It can be used by the teacher without autogenerated guilt and fear.

Discipline Standards in Integrated Schools

This section addresses itself to concerns relating to discipline in integrated school settings and strives to help teachers meet discipline problems without being weakened by stereotyped reactions. They are moved toward accepting the notion that intelligence levels and behavioral patterns are not racially determined but are a complete product of environment and experience.

The manual is a relatively complete, self-administered short course in classroom control for enhancing the positive impact of teaching. It is replete with suggestions, activities, exercises, and information stimulating teacher self-examination.

This is an excellent document, in short, it establishes clearly the need for just, methodic, and enlightened discipline in the integrated classroom. The teacher is cast as the arbiter and not in the ugly role of enforcer. It is a rational and sanguine program which attempts to teach and create through discipline and does not stress a need to simply maintain the status quo. The student section points to ways of involving the student equally effectively.

Family Background and School Achievement

(not available at this time)

Resource Manual #5

Grouping Children in Integrated Schools

The manual asserts as a main theme that "the way students are grouped within a school and within a classroom can undermine the goals and effects of integrated education," and tries to deal with this critical problem by defining an "integrated learning environment."

Supportive materials, suggested readings, glossaries and definitions, activities, and exercises are very extensive and helpful to a teacher with some interest and motivation. This section is the most complete of the eight, and appears to be the best done. It may be the best section because it deals with and suggests objective procedures, techniques, and terms which are already familiar to most teachers. It is a professional-improvement oriented manual as opposed to a manual directed toward attitudinal change. There is much here a teacher can use. Ther are, however, also activities and exercises suggested which many teachers in many places may not have the administrative strength to initiate without extensive use of personal diplomacy. Unlike some of the other manuals, this one is written as though teachers are reasonable and intelligent professionals.

Resource Manual #6

Interpersonal Relations Among Students

This volume is a companion to the Resource Manual #8 "Sensitivity in Interpersonal Relationships." It focuses upon the student. Presumably learning in an integrated classroom is difficult if not impossible if the pupils have serious continuing defects in their individual interpersonal development.

The exercises designed to encourage self-analysis and personal assessment are extensive and often ingenious. The influence of sensitivity trainers is clearly evident throughout. This is an eminently positive and useful volume for any teacher in any classroom. Its' contents and focus is basic to a desegregation program honestly approached.

Race and Intelligence

(not available at this time)

Resource Manual # 8

Sensitivity to Interpersonal Relationships

This manual attempts to deal with the entire general area of interpersonal sensitivity on the part of both teacher and student. Implicit is the notion that a teacher must be sensitive and perceptive to teach well in an integrated setting. In effect, it seeks to set up the school as a counter-institution representing potentially the best parts of our society as a whole, urging that differences be seen in a positive way and not reacted to defensively.

The sections are very comprehensive and chock full of useful self-examinations, thought provoking exercises, and information. Redundance is extreme but purposeful and easy-reading. This may well be one of the most useful volumes in the series and the least subject to criticism as it drives toward a general improvement in human relations, not unduly narrowed to race relations.

Resource Manual #9

The Black Self Concept

The "Black Self Concept" Resource Manual attempts to prepare teachers to deal with the phenomenon of race. It proceeds on the theory that a threat-free school climate and healthy self-concept is a prerequisite for most efficient learning. By threat-free the authors refer to an idealized situation in which teachers and pupils are aware of their individual limitations, biases, and potentials.

The manual is essentially an extensive self-examination for the teacher, followed by suggested activities intended to be remedial as well as educational. In addition, there are suggested readings and bibliographies.

The manual is effective and purposeful in trying to move the uninitiated teacher toward being effective in a multiracial situation in the classroom and voluntarily undergoing an extensive self-examination. The entire subject of race and self-evaluation in relation to racial knowledge and attitudes is paved with emotional, ideological, and ethnocentric simplicities and booby-traps. This step-by-step modular manualistic approach is not likely to escape criticism. It does have faults of small or great magnitude depending upon the position of the beholder. For example, in encouraging children to read "Ebony" and "Jet" and relate to men like Sammy Davis, Jr., there is an implicit class prejudice. This is a minor negative. A major negative might be that the material is extensive and near definitively programmed for a teacher with little or no knowledge of racial differences or attitudes and no prior experience with children of other races, whose mind and emotions are unmarked slates. This is unrealistic. No such teacher exists in America, but perhaps this obviously agreed upon approach is best. Much depends

upon the point of view and approach. The manual is eminently usable in many places.

Resource Manual #10

The Negro in American History

"The Negro in American History" Resource Manual concerns itself with the attitudes of, and facts available to, a teacher of American History, and general background materials for any teacher teaching black children for the first time. The theoretical basis is that traditional American History and culture perpetrates "destructive" myths concerning Negroes and unless the teacher is rid of these, there is a strong negative effect and a barrier to proper learning in the classroom. Again there is the assumption that the teachers know little or nothing about the subject, can learn and can adjust quickly and deal with the self-destructive myths brought to the class by students.

There is a broad range of citations and suggested readings to develop the black history knowledge bank of the teacher. Activities are suggested, which could promote extensive in-depth discussion. The bibliography is merely representative but adequate.

The manual as a whole is adequate but shallow. There is a suspicion that it deals with data teachers already have. The value lies in the suggested techniques of imparting an added dimension in historical information to students, which is something good teachers do anyway. The implication is that additional information will destroy the myths and condition teachers for desegregated and integrated teaching. This, while helpful, is a questionable base, but it is a reasonable and practical beginning and is applicable generally. This manual's major fault is over-simplification which is in this case excusable.

UNIPAC for the Teacher #1

Power to Black Power

This UNIPAC is designed to help the teacher help students understand the concept of power-to-power structures, and thus ultimately, "Black Power." It also supplements the Resource Manuals "Black Power and Its Effect on Racial Interaction" and "The Black Self Concept."

There aretests, self-tests, exercises, and explanatory materials to be used by the teacher, by the student and together. They are over-simplified to the point that suspicion arises that some parts were written by children. A matured by pressure disadvantaged child from a city ghetto might well find some of the exercises laughable.

UNIPAC for the Teacher #2

Media and Prejudice

The stated purpose of this UNIPAC is to reduce prejudice between blacks and whites. It is characterized by self-tests and a student UNIPAC containing questions that might lead to classroom and outside discussion, and a number of exercises.

The treatment is brief and to the point. The questions and exercises contained appear, on first view, to be overly simplistic but are actually loaded with potential for extension and wide application, depending upon the interest and commitment of the teacher using them. This UNIPAC is by far more provocative than educational. The final section of the students' portion obliquely suggests follow-up activities which lead to the employment of students as pressure instruments upon the media, which may or may not be a proper continum of the growth and development for desegregation process.